



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE
OF NEW YORK / ALBANY, NY 12234

TO:

A handwritten signature in black ink, appearing to read "Joseph P. Frey".

Higher Education Committee

FROM:

Joseph P. Frey

SUBJECT:

Teaching Standards Development

DATE:

April 19, 2010

AUTHORIZATION(S):

SUMMARY

Issue for Discussion

Should the Board of Regents approve the release to the field for review and comment the attached Preliminary Draft of Teaching Standards and Elements (Attachment A)?

Reason(s) for Consideration

Review of Policy.

Proposed Handling

This item will come before the Higher Education Committee for discussion at its April 2010 meeting.

Procedural History

At its November 2009 through February 2010 meetings, the Board of Regents endorsed several new initiatives for improving teaching and learning in New York State, including the following:

- the implementation of a performance-based assessment for initial certification as a teacher;
- revision of the Annual Professional Performance Review (APPR) for teachers based on newly developed teacher standards;
- the creation of a teacher career ladder structure that districts could use to compensate teachers based on the newly developed standards of teacher effectiveness; and
- development by the Department, in consultation with Board of Regents members and other key stakeholders, a Preliminary Draft of Teacher Standards.

Statewide teaching standards, with core standards, corresponding elements, performance outcomes, and rubrics, will serve as a basis to:

- align new and existing teacher preparation programs;
- assess the performance and preparedness of teacher candidates for certification;
- guide the performance evaluation of practicing teachers under their APPR;
- identify practice-based professional development; and
- provide the basis for defining the various roles in the teacher career ladder and for defining the knowledge, skills and behaviors needed at each level.

This Preliminary Draft of Teaching Standards developed by Department staff in consultation with representatives of the Professional Standards and Practices Board for Teaching is available for Board review and approval prior to circulation to the field for comment. The Department is presenting a partial framework to the Board for comment before proceeding with complete development. The Department presents seven core Standards, Elements under each standard, Performance Outcomes for two Standards, several observable Behaviors/Skills a teacher might use to produce the Outcomes for two Elements, and a Rubric for the Performance Outcomes under each Element. Before developing Performance Outcomes for all seven Standards and Elements, the Department wants to give the Board the opportunity to review and discuss the draft framework and core Standards. Two Standards are presented with Elements, Performance Outcomes, sample Behaviors/Skills for one Element, and a Rubric to provide sufficient examples for the Board's review.

Background Information

At your February 2010 meeting, the Department presented an overview of research-based national, State, and city teaching standards' models and frameworks. In addition to showing frameworks and models in use within the U.S., the Department presented a comparative analysis of New York's teacher program regulations, Part 52.21(b), with standards for teaching from several countries with populations similar to the U.S. and a review of the educational policies of countries, some with homogeneous populations, whose students were top performers on recent Program for International Student Assessment (PISA) and Trends in International Mathematics and Sciences Study (TIMSS) assessments. Upon review of this research, the Board of Regents requested the Department to develop, in consultation with Board of Regents members and other key stakeholders, a Preliminary Draft of Teacher Standards for New York State.

Recommendation

It is recommended that the Board of Regents 1) approve the release to the field for review and comment of the attached Preliminary Draft of Teaching Standards and Elements; and 2) approve the formation of an external work group to receive the comments and move forward with continuation of drafting the Teaching Standards with guidance from the Board.

Timetable for Implementation

If circulation of the preliminary draft is approved at the April 2010 meeting, the Preliminary Draft of Teaching Standards and Elements would be released to the field for review and comment immediately. An external workgroup would be formed, and the Department and the group would collect comments and incorporate appropriate changes to the Preliminary Draft of Teaching Standards and Elements. A revised draft of Teaching Standards and Elements could be presented to the Board of Regents for review and discussion at its July 2010 meeting. If adopted, these Teaching Standards and Elements would serve as the basis for the refinement of Performance Outcomes, Behaviors/Skills and the development of teaching rubrics to articulate the differing levels of performance on the elements for each standard for the purpose of teacher performance evaluation (e.g., APPR).

Framework of the Preliminary Draft Teaching Standards for New York

Theoretical and Research Basis

The Preliminary Draft Teaching Standards is grounded in educational and developmental research and learning theories and informed by best practices. New York's Preliminary Draft Teaching Standards reflect elements of the Classroom Assessment Scoring System (CLASS) developed at the University of Virginia, Doug Lemov's taxonomy of teaching used successfully in Uncommon Schools, Danielson's updated Framework for Teaching (2007), and the National Board for Professional Teaching Standards (NBPTS) and the Interstate New Teacher Assessment Support Consortium (INTASC), which together represent a broad range of grade levels and teacher proficiency, and which research supports as reflecting practice leading to student learning.

For example, the CLASS focuses on identifying and measuring effective student-teacher interactions to enhance teacher competencies, improve teacher effectiveness, and promote student achievement and learning at the early childhood and elementary levels. It uses a rubric of ten dimensions of teacher-student interactions to evaluate a teacher's classroom performance; these

dimensions and an emphasis on student-teacher interactions are found in the sample Behaviors/Skills identified for Performance Outcomes listed under each Standard. Doug Lemov’s taxonomy of teaching practices (2010), which identifies teacher behaviors and skills found to be effective in the classroom, is also reflected in the sample skills for the Performance Outcomes included in Attachment B.

Danielson’s Framework for Teaching starts with four broad domains that focus on the teacher’s instruction and that “have been documented through empirical studies and theoretical research as promoting improved student learning.” These teacher-centered domains include Planning and Preparation, Classroom Environment, and Instruction, and are reflected in New York’s core standards. The other widely used research-based teaching standard frameworks, the NBPTS, which is a hierarchy of skills for accomplished teachers, and INTASC, which is a framework for beginning teachers, focus on teacher performance, knowledge, and skills.

A central goal of developing Teaching Standards for New York is to create true transparency so that teacher preparation programs, teacher education candidates, and P-12 educators share the same understanding of what will be required of new teachers as they graduate from preparation programs, as the Department measures their preparedness for the classroom, and as they progress through their practice.

Standards and Elements

The Preliminary Draft Teaching Standards for New York consist of seven core standards:

- Standard I: Knowledge of Students
- Standard II: Understanding and Organizing Content for Student Learning
- Standard III: Instructional Planning and Design
- Standard IV: Instructional Delivery
- Standard V: Learning Environment
- Standard VI: Assessment
- Standard VII: Professional Development and Collaboration

Each Standard represents a broad area of knowledge and skills that research and best practices in the classroom have shown to be essential elements of successful teaching and to positively contribute to student learning and achievement. Each core Standard is described by a statement, and is further defined by several Elements that describe the desired knowledge, skills, actions, and behaviors of teachers for that Standard.

Performance Outcomes and Rubrics

Where the Elements describe desired knowledge, skills, actions, and behaviors, the Performance Outcomes describe observable and measurable actions. We provide an example here to illustrate.

Standard IV. Instructional Delivery, Element IV.3 is:

- “Teachers meet diverse learning needs and modify instruction using a variety of strategies, resources, and technologies.”

Element IV.3,
Performance
Outcomes include:

- “Uses and integrates technology to support and enhance differentiated instruction and student work”

The Element defines “what” the teacher does; the Performance Outcomes describe “how.” For Element IV.3 under the Standard Instructional Delivery, one way teachers demonstrate that they meet the diverse learning needs of students and modify instruction is by using and integrating technology to support and enhance differentiated instruction and student work. The ways in which

teachers do this is part of a set of Behaviors/Skills that teachers develop, use, and refine throughout their practice. These Behaviors/Skills include methods, activities, behaviors, etc., that research and practice have shown to be effective. An illustrative set of observable teacher Behaviors/Skills to use and integrate technology to support and enhance differentiated instruction and student work includes:

- students use various forms of internet technology to complete assignments, (e.g., email, Facebook, Blackboard via cell phones).
- use assistive technologies to address student needs
- students use videos, PowerPoint presentations, CDs, etc. to present their work to the class, individually and in groups

This example is illustrated on page 18 of Attachment B, in the shaded areas for two performance outcomes. An additional example is shown on page 24 of the Attachment B, for Standard V., Learning Environment. It is anticipated that examples of behaviors/skills will be developed for all Performance Outcomes across all Elements of the Standards.

The final part of the Standards is a set of Rubrics delineated by four rated categories, Ineffective, Effective, Developing, and Highly Effective, and two unrated categories, Not Observed and Not Applicable. The Rubric measures a teacher's progress and strengths on the Performance Outcomes, how well the teacher demonstrates the knowledge and/or skill related to the Performance Outcomes, and how well the teacher incorporates effective strategies related to the Performance Outcomes. The category "Not Observed" is included for instances where the observer may not have seen certain Performance Outcomes during the time period of the observation, but they are still relevant and valid to what the teacher does. The category "Not Applicable" is included for situations where the measurable behavior of the Performance Outcomes is not a required part of the teacher's current teaching assignment.

The particular framework of the Preliminary Draft Teaching Standards for New York lends itself to multiple uses. The seven core Standards and Elements will serve as a guide for teacher preparation programs. The Standards, Elements, and Performance Outcomes will be used along with other measures of student achievement as part of a teacher's Annual Professional Performance Review. Areas identified for professional growth will inform a teacher's Professional Development plans.

In developing the Preliminary Draft Teaching Standards for New York, the Department made several key decisions regarding their content at the Standard Level, based on its research and review of many standard frameworks. These decisions involve Technology, Diversity, and Communication.

Technology

The ability of educators to use a variety of technological tools, techniques, and skills to inform and enhance teaching, learning, and other aspects of professional performance is crucial to their effectiveness in the 21st century. Since technology is such a prevalent factor in today's world and is included in so many aspects of teaching and student learning, a decision was made to infuse technology throughout all of the Standards rather than to isolate it within a single Standard. Therefore, references to the use of technological resources, knowledge, and skills are found throughout the Preliminary Draft Teaching Standards.

Student Diversity

Throughout the Standards and Elements of the Preliminary Draft Teaching Standards is the term all students. This term is all-encompassing and includes gifted students and advanced learners, students regardless of gender or sexual orientation, students with limited English proficiency and English Language Learners, students with Individualized Education Plans requiring accommodations, students from all types of cultural, ethnic, racial, socioeconomic, and family backgrounds, and students with varying cognitive strengths and needs and at all levels of academic proficiency. Standard I, Knowledge of Students, addresses student diversity in some depth; however, the concept of diversity and the reference to all students is embedded in all areas of teaching and learning throughout the Standards' document because of the varied characteristics of New York's learners and the importance of diversity to teaching and being a teacher.

Collaboration and Communication.

A third critical component of teachers' effectiveness is the ability to collaborate and communicate with colleagues, students' families, caregivers and guardians, school leadership and administration, the community, and others. Collaboration and communication are covered in some depth in Standard VII, Professional Development and Collaboration. However, like technology and student diversity, these are components that cannot or should not be isolated from the other Standards. Therefore, like technology and diversity, communication and collaboration are infused throughout the Preliminary Draft Teaching Standards.

In addition, the terms "learning environment" and "classroom" are used interchangeably throughout the Standards' documents, and refer to any and all P – 12 settings where learning occurs, such as a library, museum, gymnasium, laboratory, classroom, etc.

Coordination with NYSUT Initiative

As we reported at your February meeting, the New York State United Teachers (NYSUT), together with the Rhode Island Federation of Teachers and Health Professionals (RIFTHP), were awarded a grant from the American Federation of Teachers (AFT) to help teachers and their unions lead classroom reform and improve teacher quality.

The AFT Innovation grant will assist a number of union/district teams in creating comprehensive pilot programs to link teaching standards, a comprehensive teacher evaluation system, and professional development. These efforts could lead to changes in teaching assignments and how teachers are prepared, enable teachers to receive more effective professional training, and provide more support for beginning teachers to increase teacher retention.

The NYSUT has invited the Department to participate in its project, and Department staff have participated in several joint NYSUT-RIFTHP meetings. Once an external Regents teaching standards' work group is established, we anticipate it will include representatives from the AFT grant project. These representatives would help foster discussions of common elements in the groups' respective charges and identify opportunities for collaboration.

Attachments

Attachment A consists of 8 pages and contains a page listing the Seven Standards and pages for each of the seven Standards with their Elements.

Attachment B consists of 11 pages and contains the following:

- One page that lists the Elements for Standards IV plus the Rubrics
- One page that lists the Performance Outcomes and a sample of observable Behaviors/Skills for Standard IV, Element 3
- Four pages containing an example of a possible assessment form for Standard IV, Instructional Delivery
- One page that lists the Elements for Standard V, Learning Environment, plus the Rubrics
- One page that lists the Performance Outcomes and a sample of observable Behaviors/Skills for Standard V, Learning Environment, Element 2
- Three pages containing an example of a possible assessment form for Standard V, Learning Environment

Attachment A

New York State
Preliminary Draft Teaching Standards and Elements
April 1, 2010

Standard I: Knowledge of Students

Teachers demonstrate knowledge of how students develop and learn and how to support development and learning for all students.

Standard II: Understanding and Organizing Content for Student Learning

Teachers demonstrate knowledge of the content they teach and how to organize and present content in ways that ensure learning for all students.

Standard III: Instructional Planning and Design

Teachers plan effective, data-driven instruction that advances learning for each student.

Standard IV: Instructional Delivery

Teachers deliver instruction that engages students and promotes each student's achievement of learning goals.

Standard V: Learning Environment

Teachers create a learning environment that promotes achievement and growth for all students.

Standard VI: Assessment

Teachers use multiple assessment techniques to monitor student progress, evaluate instructional effectiveness, and modify instruction.

Standard VII: Professional Development and Collaboration

Teachers assume responsibility for their professional growth, performance, interactions, and involvement in the learning community.

Standard I: Knowledge of Students

Teachers demonstrate knowledge of how students develop and learn and how to support development and learning for all students.

Element I.1: Teachers demonstrate knowledge of students' cognitive, social, emotional, and physical development by providing appropriate learning opportunities for all students.

Element I.2: Teachers demonstrate sensitivity and responsiveness to the learning needs, interests, and perceptions of all students

Element I.3: Teachers demonstrate knowledge of learning theories and processes by planning and implementing instruction that is reflective of how students think and learn and that advances students' knowledge and skills.

Element I.4: Teachers demonstrate knowledge of how economic, social, cultural, and community factors influence student learning by using instructional activities, practices, resources, and technologies that are responsive to all students.

Standard II: Understanding and Organizing Content for Student Learning

Teachers demonstrate knowledge of the content they teach and how to organize and present content in ways that ensure learning for all students.

Element II.1: Teachers have an in-depth knowledge of the subject(s) they are expected to teach their students.

Element II.2: Teachers organize curriculum to reflect students' prerequisite knowledge and skills, facilitate their understanding, and ensure learning for all students.

Element II.3: Teachers make instruction relevant to students by connecting content to students' lives, experiences, and interests.

Element II.4: Teachers use content-specific instructional strategies to promote student understanding of curricular concepts and skills and to make subject matter comprehensible to all students.

Element II.5: Teachers understand relationships among concepts within their discipline(s) and how to connect concepts across disciplines to promote student engagement and understanding.

Standard III: Instructional Planning and Design

Teachers plan effective, data-driven instruction that advances learning for each student.

Element III.1: Teachers use information about students to plan and organize lessons and units that promote achievement and growth for all students.

Element III.2: Teachers establish clear, challenging, and achievable goals and expectations for student learning and performance that reflect knowledge of students, state learning standards, and school and district goals.

Element III.3: Teachers plan instruction that links new knowledge and skills to students' lives and to real-world contexts and needs.

Element III.4: Teachers design coherent, appropriately sequenced long-term and short-term instructional plans that are based on defined learning goals and are responsive to all students.

Element III.5: Teachers plan the use of available resources to ensure all students' success in meeting learning goals.

Element III.6: Teachers adapt instructional plans, strategies, and materials to align with the assessed learning needs of all students.

IV: Instructional Delivery

Teachers deliver instruction that engages all students and promotes each student's achievement of learning goals.

Element IV.1: Teachers use research-based practices to deliver instruction that motivates and engages students in learning.

Element IV.2: Teachers communicate clearly and accurately and use questioning and discussion to promote student engagement and learning.

Element IV.3: Teachers use a variety of instructional strategies, resources, and technologies to meet diverse learning needs and modify instruction based on evidence and observation.

Element IV.4: Teachers promote learning and higher-order thinking by engaging students in inquiry and problem solving in authentic contexts.

Element IV.5: Teachers provide instruction that supports all students' cognitive, social, emotional, and personal development.

Element IV.6: Teachers provide students with ongoing feedback on their performance and adjust lessons in response to student engagement and performance.

Standard V: Learning Environment

Teachers create a learning environment that promotes achievement and growth for all students.

Element V.1: Teachers establish a physically and emotionally safe learning environment.

Element V.2: Teachers establish a culture of learning that promotes students' self-motivation, reflection, and responsibility for their own learning.

Element V.3: Teachers create a supportive learning environment that emphasizes high expectations for all students.

Element V.4: Teachers create a purposeful and productive learning environment.

Element V.5: Teachers create a caring, respectful, and inclusive learning environment.

Standard VI: Assessment

Teachers use multiple assessment techniques to monitor student progress, evaluate instructional effectiveness, and modify instruction.

Element VI.1: Teachers effectively communicate with stakeholders about assessment procedures and outcomes.

Element VI.2: Teachers apply knowledge of the purposes of assessment by using a variety of assessment tools, techniques, instruments, technologies, procedures, and processes to measure student learning and progress.

Element VI.3: Teachers provide students with opportunities to engage in reflection, self-assessment, and goal setting.

Element VI.4: Teachers analyze and use assessment data to establish appropriate learning goals and to plan, differentiate, and adjust instruction for individual students, groups of students, and classes.

Standard VII: Professional Development and Collaboration

Teachers assume responsibility for their professional growth, performance, interactions, and involvement in the learning community.

Element VII.1: Teachers set professional goals and engage in purposeful professional development to achieve their goals and keep current on best practices.

Element VII.2: Teachers continuously reflect on their practice to improve instructional effectiveness and guide professional growth.

Element VII.3: Teachers demonstrate professional responsibility, integrity, and legal and ethical conduct.

Element VII.4: Teachers seek opportunities to contribute to and positively influence the learning community.

Element VII.5: Teachers communicate and collaborate with colleagues and other professionals to improve instructional effectiveness.

Element VII.6: Teachers engage individuals and community organizations to support students and schools.

Element VII.7: Teachers communicate and collaborate with families, guardians, and/or caregivers to support student growth and progress.

Attachment B

Draft New York State Teaching Standards
Standard IV: Instructional Delivery
Rubrics, Performance Outcomes and Behaviors/Skills

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Rubrics
for
All
Elements:

Ineffective	Developing	Effective	Highly Effective	Not Observed	Not Applicable
<ul style="list-style-type: none"> • Rarely or never achieves the performance indicators • Demonstrates little or no command of related knowledge and skills • Incorporates few or no relevant strategies 	<ul style="list-style-type: none"> • Makes a consistent effort and sometimes achieves the performance indicators • Demonstrates some command of related knowledge and skills • Incorporates relevant strategies aimed at enhancing teaching and learning 	<ul style="list-style-type: none"> • Frequently achieves the performance indicators • Demonstrates good command of related knowledge and skills • Incorporates effective strategies that enhance teaching and learning 	<ul style="list-style-type: none"> • Consistently achieves the performance indicators • Demonstrates very strong command of related knowledge and skills • Incorporates a broad range of effective and creative strategies that maximize teaching and learning 		

Standard IV: Instructional Delivery

Element IV.3: Teachers meet diverse learning needs and modify instruction using a variety of strategies, resources, and technologies.

Ineffective	Developing	Effective	Highly Effective	Not Observed	Not Applicable
Performance Outcomes with Bulleted Examples of Observable Behaviors/Skills: (SHADED AREAS INCLUDE EXAMPLES)					
Delivers instruction appropriate to students' stages of development, learning styles, strengths, and needs	Uses an understanding of students' diverse backgrounds to individualize interactions and differentiate assignments	Selects instructional approaches that provide students with opportunities to use different performance modes	Adjusts instruction to accommodate varied learning characteristics, strengths, and needs		
<ul style="list-style-type: none"> • Skill 1 • Skill 2 • Skill 3 	<ul style="list-style-type: none"> • Skill 1 • Skill 2 	<ul style="list-style-type: none"> • Skill 1 	<ul style="list-style-type: none"> • Skill 1 • Skill 2 		

Element IV.2: Teachers communicate clearly and accurately and use questioning and discussion to promote student engagement and learning.	1	2	3	4	N/O	N/A	COMMENT
Communicates lesson goals clearly and explicitly links learning activities to defined goals							
Provides clear and accurate directions and procedures							
Uses oral, written, and graphic methods to communicate lesson content and promote and extend student understanding							
Uses appropriate technological tools to support and enhance communication and instruction							
Uses explanation and examples to enhance student comprehension							
Adjusts communication in response to student needs							

Communicates with individuals and groups of students in ways that promote engagement
 Uses a variety of questioning techniques to check comprehension and to promote higher-order and creative thinking
 Adjusts questioning in response to varied student performance and needs
 Responds to student comments and questions in ways that promote learning and reflection
 Leads and facilitates group discussions in ways that promote all students' engagement, learning, communication skills, reflection, and other goals
 Promotes productive interactions among students during group discussions

Element IV.3: Teachers meet diverse learning needs and modify instruction using a variety of strategies, resources, and technologies. Delivers instruction that is appropriate to students' stages of development, learning styles, strengths, and needs Uses an understanding of students' diverse backgrounds to individualize interactions and differentiate assignments Selects instructional approaches that provide students with opportunities to use different performance modes Adjusts instruction to accommodate varied learning characteristics, strengths, and needs Accesses and uses appropriate resources and services to meet all students' learning needs Uses appropriate assessment instruments and techniques to measure students' progress Continuously monitors students' progress and adjusts the pace of instruction, focus of instruction, and method of delivery accordingly Uses and integrates technology to support and enhance differentiated instruction and student work	1	2	3	4	N/O	N/A	COMMENT
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Element IV.4: Teachers promote learning and higher-order thinking by engaging students in inquiry and problem solving in authentic contexts. Incorporates into instruction motivating and meaningful opportunities for student inquiry Provides students with opportunities for self-directed inquiry and investigation Encourages students to ask questions and pursue answers through independent learning and research Promotes students' ability to apply skills for collaborative research and problem solving Teaches students to apply skills for using technology and other means to access and evaluate information Promotes students' ability to seek, examine, and understand multiple perspectives Provides students with open-ended learning opportunities that encourage higher-order thinking and creativity Teaches students to use various approaches to solve problems in authentic contexts	1	2	3	4	N/O	N/A	COMMENT
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Element IV.5: Teachers provide instruction that supports all students' cognitive, social, emotional, and personal development. Uses research-based strategies to differentiate instruction for students with varied learning characteristics and needs Engages all students in goal setting and planning to achieve goals Provides ample opportunity for students to ask questions	1	2	3	4	N/O	N/A	COMMENT
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Checks for student understanding regularly by using various methods and adjusts instruction accordingly
 Uses summative and formative assessment techniques to evaluate student learning and inform instructional decision making
 Provides appropriate interventions and additional levels of instruction to meet student needs
 Selects and uses technological tools and other resources to enhance the learning process for all students
 Paces instruction to ensure learning for all students
 Models and reinforces appropriate social and academic behavior
 Communicates and interacts individually with each student on a regular basis
 Demonstrates care and understanding in interactions with all students
 Collaborates with support services personnel, specialists, families, and others to meet the individual needs of all students

Element IV.6: Teachers provide students with ongoing feedback on their performance and modify instruction in response to student engagement and performance.	1	2	3	4	N/O	N/A	COMMENT
Uses a variety of strategies to check for student understanding							
Monitors learning and engagement for all students on an ongoing basis							
Provides students with timely, accurate, constructive, and specific feedback on their performance							
Reflects on and responds to individual and class participation and engagement							
Modifies instruction in response to student understanding, engagement, performance, interests, and questions							
Differentiates instruction to ensure that students at all levels of achievement are engaged, learning, and progressing							
Provides additional scaffolding, support, and interventions to ensure all students' achievement of instructional goals							
Accelerates instruction for individuals, groups, and classes, as appropriate							

Draft New York State Teaching Standards
 Standard V: Learning Environment
 Rubrics, Performance Outcomes and Behaviors/Skills

Standard V: Learning Environment: Teachers create a learning environment that promotes achievement and growth for all students.

Rubrics for All Elements:

Ineffective	Developing	Effective	Highly Effective	Not Observed	Not Applicable
<ul style="list-style-type: none"> • Rarely or never achieves the performance indicators • Demonstrates little or no command of related knowledge and skills • Incorporates few or no relevant strategies 	<ul style="list-style-type: none"> • Makes a consistent effort and sometimes achieves the performance indicators • Demonstrates some command of related knowledge and skills • Incorporates relevant strategies aimed at enhancing teaching and learning 	<ul style="list-style-type: none"> • Frequently achieves the performance indicators • Demonstrates good command of related knowledge and skills • Incorporates effective strategies that enhance teaching and learning 	<ul style="list-style-type: none"> • Consistently achieves the performance indicators • Demonstrates very strong command of related knowledge and skills • Incorporates a broad range of effective and creative strategies that maximize teaching and learning 		

Standard V: Learning Environment

Element V.2: Teachers establish a culture of learning that promotes students' self-motivation, reflection, and responsibility for their own learning.

Rubric:

Ineffective	Developing	Effective	Highly Effective	Not Observed	Not Applicable
<p>Connects learning to students' lives and interests</p> <ul style="list-style-type: none"> • Designs learning stations which include community artifacts 	<p>Designs activities that prompt students'</p>	<p>Designs activities that require and</p>	<p>Varies instructional strategies in ways that</p>		<p>Models curiosity and excitement about learning</p>

Performance Outcomes with Bulleted Examples of Observable Behaviors/Skills: (SHADED AREAS INCLUDE EXAMPLES)

<ul style="list-style-type: none"> Provides opportunities to apply learned skill during community visit Assigns and guides students through interested based research projects Has students pair and share practical application of new skill. 	<ul style="list-style-type: none"> Skill 1 Skill 2 Skill 3 	active involvement and creativity	<ul style="list-style-type: none"> Skill 1 Skill 2 Skill 3 	reinforce productive student engagement	<ul style="list-style-type: none"> Skill 1 Skill 2 Skill 3 	promote self-motivation and students' responsibility for their own learning	<ul style="list-style-type: none"> Visibly models enthusiasm about lessons Purposefully displays students' work in the learning environment Shares own learning experiences with students
Provides students with opportunities to reflect on, evaluate, and learn from their own work	<ul style="list-style-type: none"> Skill 1 Skill 2 Skill 3 	Encourages and provides students with opportunities for independent, self-directed learning	<ul style="list-style-type: none"> Skill 1 Skill 2 Skill 3 	Promotes students' curiosity about and enthusiasm for learning	<ul style="list-style-type: none"> Skill 1 Skill 2 Skill 3 	Motivates students to initiate their own learning and strive to achieve challenging learning goals	Promotes students' pride in their work and accomplishments <ul style="list-style-type: none"> Skill 1 Skill 2 Skill 3

Element V.1: Teachers establish a physically and emotionally safe learning environment. 1 2 3 4 NO NA COMMENT

Creates a learning environment that is physically safe and accessible for all students

Arranges and adapts the classroom to accommodate individual and group learning needs

Provides all students with equitable access to available resources and technologies

Arranges the physical environment to facilitate positive and productive student interactions

Creates a safe and respectful atmosphere in which students are encouraged to take risks and express their ideas

Creates a classroom culture where students feel a sense of responsibility to and for one another

Engages students in shared decision making, problem solving, and conflict resolution

Element V.2: Teachers establish a culture of learning that promotes students' self-motivation, reflection, and responsibility for their own learning. 1 2 3 4 NO NA COMMENT

Connects learning to students' lives and interests

Designs activities that prompt students' active involvement and creativity

Designs activities that require and reinforce productive student engagement

Varies instructional strategies in ways that promote self-motivation and students' responsibility for their own learning

Models curiosity and excitement about learning

Provides students with opportunities to reflect on, evaluate, and learn from their own work

Encourages and provides students with opportunities for independent, self-directed learning
 Promotes students' curiosity about and enthusiasm for learning
 Motivates students to initiate their own learning and strive to achieve challenging learning goals
 Promotes students' pride in their work and accomplishments

Element V.3: Teachers create a supportive learning environment that emphasizes high expectations for all students.	1	2	3	4	NO	NA	COMMENT
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Establishes and communicates high expectations for all students' growth and achievement
 Provides a variety of learning opportunities for each student to succeed
 Collaborates with specialists and others to create an environment where all students can achieve at their highest level
 Provides instructional accommodations and interventions that allow all students to achieve at their highest level
 Acknowledges and reinforces student progress and achievement
 Provides all students access to rigorous and relevant content
 Teaches students to set high standards and expectations for their own performance

Element V.4: Teachers create a purposeful and productive learning environment.	1	2	3	4	NO	NA	COMMENT
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Develops, communicates, and enforces high standards and expectations for individual and group behavior
 Uses strategies to encourage appropriate behavior and respond effectively and fairly to behavior issues
 Establishes and teaches routines and procedures that manage activities and transitions to maximize instructional time
 Organizes materials, resources, and physical space to facilitate student access and learning
 Performs administrative tasks efficiently with minimal impact on instructional time
 Makes effective use of the services and skills of volunteers and paraprofessionals
 Teaches students to take an active role in monitoring their own behavior
 Manages instructional groups to maximize student participation, cooperation, and learning

Element V.5: Teachers create a caring, respectful, and inclusive learning environment.	1	2	3	4	NO	NA	COMMENT
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Demonstrates caring and respect in interactions with all students
 Demonstrates awareness of and responsiveness to students' diverse backgrounds, experiences, learning abilities, languages, and cultures
 Interacts with all students in a fair and equitable manner
 Embraces diversity as an asset in the classroom
 Demonstrates openness and receptiveness to student ideas, opinions, and interests

- Interacts with all students in ways that promote self-esteem and self-confidence as learners

Promotes positive and supportive teacher-student and student-student relationships

Develops and teaches expectations for caring and respectful interactions among all students
Models and promotes students' acceptance of and respect for individual, cultural, linguistic, religious, gender, family, and other differences